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ABSTRACT

A resource handbook is presented that provides an overview of parent and community involvement to assist local and state education agencies, higher education institutions, and other nonprofit organizations in enhancing the partnership between school and home for the benefit of minority language group students. The guide covers the following topics: establishing and maintaining effective parent and community involvement, Title VII programs, the Federal bilingual education Part C research agenda, and related resources. The section on Title VII programs with an emphasis on parent training describes the related legislation and parameters for capacity-building (basic) grants, demonstration projects, and parent training programs, also listing them by state. The section on program implementation cites three examples of parent training programs. The section on the Part C research agenda outlines the perceived research needs and summarizes a study of parental involvement in four Federal education programs. The section on resources gives the addresses of Title VII resources (bilingual education multifunctional support centers; evaluation, dissemination and assessment centers; the National Clearinghouse for Bilingual Education, and state education agencies) and other associations, organizations, and institutes. A bibliography of relevant journal articles from 1979-83 is appended. (MSE)

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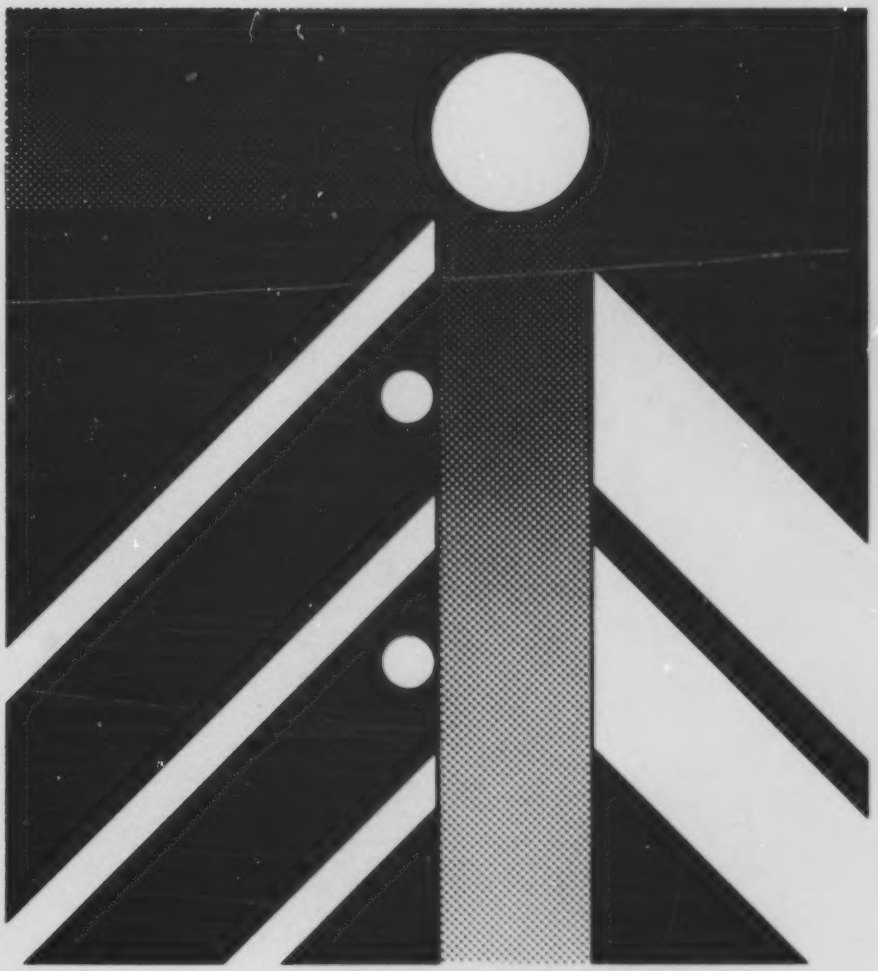
Parent Involvement in the Education of Minority Language Children:

A Resource Handbook

Compiled by
Orestes I. Crespo and Patricia Louque



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INTRODUCTION

Parent involvement is not new to education--issues relating to this relationship between home and school date back to 1880 (Reese 1978). What is new is the ability of school districts to define their relationship with parents of limited-English-proficient (LEP) students. Federal legislation has facilitated the capability of school districts to involve parents in the education of LEP children.

The first bilingual education legislation passed in 1968 contained no provisions for parent and community involvement. In 1970 Public Law 91-230 (Section 415 of the General Education Provisions Act) gave the U.S. Commissioner (now Secretary) of Education the power to require local education agencies (LEAs) to involve parents in any federally financed program. In 1973 the federal rules and regulations for bilingual education required that each grant applicant establish a community advisory committee with at least 50 percent of its members being parents of LEP students, to review and comment upon the proposed programs (Federal Register, October 1973).

These rules and regulations were revised in the following years. In 1979 in an effort to promote further parent and community involvement in planning and operating local programs, the Office of Education (now the Department of Education) issued provisions that would require an applicant to:

- Establish an advisory council and to submit documentation that the council had participated in the development of the application proposal;
- Include in the application comments from the council;
- Provide the council with adequate staff and resources to conduct its functions.

The new provisions also required that:

- A successful grantee establish an advisory committee to participate in the operation of the project and program;
- The advisory committee be selected by parents of children participating in the project and that a majority of the committee's membership be parents of children with limited English proficiency (Strengthening Bilingual Education, June 1979).

Since the early 1980s, there has been a strong advocacy from various ethnic/community groups and interested individuals for increased efforts toward the involvement of parents in schools. These efforts have been directly linked to the results of research into the effect of parent involvement on student achievement. Increased advocacy has been at the federal level, as well as, the local level.

On August 26, 1981, due to the President's concern with the declining state of education in the nation, the Secretary of Education created the National Commission on Excellence in Education. The Commission, a bipartisan panel of educators representing all aspects of U.S. education, was directed to examine education in the United States and to report its findings to the nation and the secretary within eighteen months. The following recommendations are excerpts from the report, A Nation at Risk: The Imperative for Educational Reform (1983), and directly relate to the issue of parent community involvement.

> "The task of assuring the success of our recommendations does not fall to the schools and colleges alone. Obviously, faculty members and administrators, along with policy makers and the mass media, will play a crucial role in the reform of the educational system.
>
> "You know that you cannot confidently launch your children into today's world unless they are of strong character and well-educated in the use of language, science, and mathematics. They must possess a deep respect for intelligence, achievement, and learning, and the skills needed to use them; for setting goals; and for disciplined work. The respect must be accompanied by an intolerance for the shoddy and second-rate masquerading as 'good enough'.
>
> "You have the right to demand for your children the best our schools and colleges can provide. Your vigilance and your refusal to be satisfied with less than the best are the imperative first step. But your right to a proper education for your children carries a double responsibility. As surely as you are your child's first and most influential teacher, your child's ideas about education and its significance begin with you. You must be the living example of what you expect your children to honor and to emulate. Moreover, you bear a responsibility to participate actively in your child's education. You should encourage more diligent study and discourage satisfaction with mediocrity and the attitude that says 'let it slide'; monitor your child's study; encourage good study habits; encourage your child to take more demanding rather than less demanding courses; nurture your child's curiosity, creativity, and confidence; and be an active participant in the work of the schools. Above all, exhibit a commitment to continued learning in your own life. Finally, help your children understand that excellence in education cannot be achieved without intellectual and moral integrity

> coupled with hard work and commitment. Children will look to their parents and teachers as models of such virtues."

This resource handbook has been designed to provide an overview of parent and community involvement to assist local education agencies (LEAs), state education agencies (SEAs), institutions of higher education (IHEs), elementary and secondary schools operated or funded by the Bureau of Indian Affairs, and nonprofit organizations. Because the partnership between school and home can provide many benefits to the education of minority language students, the following information may be used to provide guidance toward the development of innovative, applicable, and effective parent and community involvement programs and training.

I. The Importance of Parent/Community Involvement

EFFECTIVE PARENT/COMMUNITY INVOLVEMENT

Children's education encompasses their total environment--home setting and community are intrinsic variables. This is especially true in the education of minority language children when the school and nonschool environment are somewhat polarized.* A 1984 study on Hispanic dropout rates conducted by the Michigan State Department of Education found that parents are the key to academic survival. Data revealed that the greater the involvement of parents, the higher the probability of graduation. Almost 25 percent of dropouts never talked to parents about school work. Similar research indicates that parent involvement in almost any form can and does improve student achievement.

Parents and the community, as a whole, should become actively involved and not consider education to be the responsibility solely of school personnel and government administrators. Multifaceted opportunities exist for this involvement. The following describes the basic avenues available to interested individuals.

Assistance/instruction to children is the direct involvement of parents in instructing children either at home or in school. Parents may help teachers instruct children in the classroom. More often, parents help children to understand and complete homework assignments or to learn outside of the classroom. Parents are their children's primary teachers--parents teach their children before they ever go to school and continue to do so after children start school.

Home-school communication is the flow of information between the school and the home--information that the school provides to the home, usually about school programs, or information that the child and family provide to the school.

Program support refers to volunteer services that parents provide to schools and school programs, usually for economic, political, or moral support.

Parent training activities are workshops or materials that schools provide to parents to help them develop skills in teaching children, understanding child development, and planning community meetings.

Advising occurs mainly through parent councils. Parent groups meet together to consider school issues and to make recommendations to school and program officials.

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*Source: Education Daily, August 1, 1984.

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Shared decisionmaking occurs primarily through parent councils. Parent groups share in the decisionmaking process with school and program officials.

That parent and community involvement positively affects a child's learning and school socialization is well documented. Henderson (1981) researched this affective relationship. The following statements summarize pertinent findings:

- Families provide the child's most important learning environment;
- Parent involvement in almost any form can improve student achievement;
- When parents show a strong interest in their children's schooling, they promote the development of attitudes that are a key to achievement; these attitudes are more a product of how the family intereacts than of its social class or income;
- Variance in student achievement is directly proportional to the level of parent involvement in areas such as decisionmaking, tutoring, volunteering, observing, or learning;
- The degree of parent and community interest in quality education is the critical factor in explaining the impact of the high school environment of the achievement and educational aspirations of students;
- High achievers are more likely to have active, interested, and involved parents than low achievers;
- Children whose parents are most involved make the greatest gains;
- The form of parent involvement does not seem to be critical;
- What is critical is that parent involvement be well-planned, comprehensive, and long lasting; one-time public relations campaigns seem to have little effect.

The Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education, offers the following criteria on which to base policy and action in the development of effective parent and community involvement projects:

- Schools, no matter how understaffed or equipped, have the capability of reaching out and affecting parent involvement;

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*Henderson, Anne, ed. Parent Participation--Student Achievement: The Evidence Grows. Columbia, Md.: National Committee for Citizens in Education, 1981.

- Schools should start with what the family has, instead of worrying about what it doesn't have;

- Home environments are a stronghold of care and concern for children. Family concern can be readily translated into practical support for children and for schools;

- Parent involvement with schools is successful only when its goal is increased student motivation and achievement;

- The overwhelming majority of parents, regardless of their socioeconomic and educational backgrounds, possess the basic strengths and abilities to help their children achieve.

MAINTAINING PARENT/COMMUNITY INVOLVEMENT

The following recommendations, based on the existing literature and the experience of the Children and Parents Interacting (CAPI) staff*, can serve as a guide to maintain parent/community involvement programs.

1. Minority group parents have been an untapped resource in education. They are receptive to participation when approached in a positive, supportive manner. Approaches must take into consideration parents' feelings of fear, frustration, and alienation. Parents must feel welcome and comfortable at their children's school.

2. Parents must believe that what they are doing is meaningful and will contribute to their child's social and intellectual development.

3. The staff of a parent training program must be functionally bilingual and possess outstanding cross-cultural communication skills.

4. There is a need for at least one parent coordinator and trainer at each school building, to work with renumerated community aides or volunteer parents. Ideally, a parent specialist should have an academic background in education, social work, or psychology. Every effort should be made by the parent specialist to obtain the cooperation of parent organizations at each school. Volunteers may assist in activities, such as recruiting, reminding, and encouraging parents to participate.

5. Parents are more likely to participate to the fullest extent if they receive practical information and learn skills which are readily applicable at home. Most parent involvement programs lack the specificity of purpose required to maintain involvement. As a result, there are often high participant turnover and dropout rates. Identifying student achievement and the quality of the parent-child relationship serves to maintain motivation and interest. Efforts aimed at parental participation in nonacademic activities should not become major programmatic components.

6. Parent training sessions should, whenever possible, be conducted in the parent's native language to avoid unnecessary translation which can be distracting and often disruptive to participants and the parent coordinator.

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*Excerpted from CAPI Program Evaluation Report (1982-83). Children and Parents Interacting (CAPI) Program, Florida International University, Miami, Florida, 1983.

7. Schools should provide tutorial and childcare services during training sessions.

8. The parenting skills component should be given careful attention. Parenting in the context of a foreign culture is a particularly difficult task. The cultural gap which exists between foreign-born parents and U.S.-born children transcends the generation gap.

9. Every effort should be made to involve male parents. Ideally, both parents should become involved.

10. Parent training specialists should allow everyone an opportunity for expression. One or a few parents should not dominate the discussion. Leaders will emerge and can be used to assist in other program activities. Arrangements for involving articulate parents or those with potential leadership qualities should not be made while a formal parent session is being conducted. Time is very valuable to working parents. One or two parents should not be allowed to monopolize discussion or take over a session.

11. Do not use fear or threat techniques. Coercive methods may work with children, but not with their parents.

12. Use novel techniques which enhance interest in the program. Experiment with nonconventional activities. Giving a weekly written assignment to parents and requiring them to have their children sign the parent assignment sheets, indicating that parents actually completed the work, has a tremendous impact on both children and parents. Children gain a feeling of power, importance, and responsibility. This role reversal serves to strengthen the reciprocal nature of the parent-child relationship with reference to school work. It also conveys to the child that school duties are an important part of family life.

13. Providing ESL instruction greatly increases the attendance record of parents in training sessions. It directly promotes involvement by the parents in the school setting.

14. Community agencies, church organizations, and the local media should be utilized to attract parents and to make known the importance of the program.

15. Maintain a close rapport with parents (i.e., telephone conversations, newsletters, or meeting notices) to circumvent fluctuating attendance by the participants.

II. TITLE VII PROGRAMS WITH EMPHASIS ON PARENT TRAINING: DESCRIPTION AND STATISTICS

TITLE VII LEGISLATION

In 1968 bilingual education received its first impetus on a national level from the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act of 1965. Amendments in 1974 and 1978 have expanded and strengthened the effort. The Bilingual Education Act recognizes the need for equal educational opportunities, and declares it to be the policy of the United States:

> (A) to encourage the establishment and operation, where appropriate, of educational programs using bilingual educational practices, techniques, and methods, and
>
> (B) for that purpose, to provide financial assistance to local educational agencies, and to State educational agencies for certain purposes, in order to enable such local educational agencies to develop and carry out such programs in elementary and secondary schools . . .(Section 702(a)(7), Title VII, ESEA).

The purpose of Title VII funds is to build the capacity of the applicant/grantee to provide a program of bilingual education on a regular basis to assist children of limited English proficiency in acquiring English language skills. This capacity building effort has been defined as "the development of the grantee's human, material, and programmatic resources which meet the needs of target students with the goal of integrating bilingual education into the school's total program after federal funding has been phased out" (Cordova, Juarez 1981). (See Capacity Building Framework chart page 17). An important, but sometimes overlooked, resource in a successful program of bilingual education is parent or community involvement.

Title VII clearly mandates parent participation. Section 703(a)(4)(E)and (F) state the following:

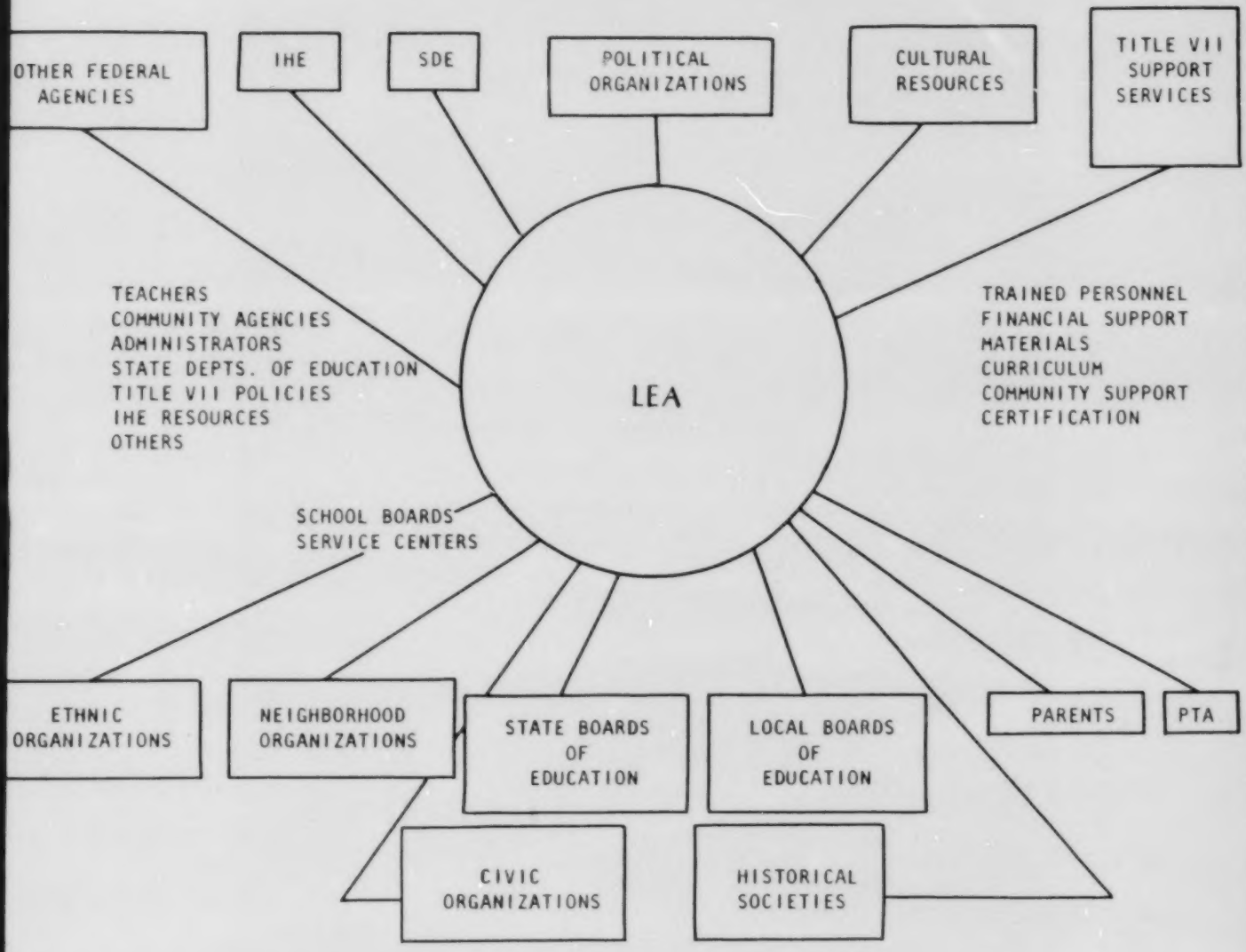
> (E) An application for a program of bilingual education shall--(i) be developed in consultation with an advisory council, of which a majority shall be parents and other representatives of children of limited English proficiency, in accordance with criteria prescribed by the Commissioner; (ii) be accompanied by documentation of such consultation and by the comments which the Council makes on the application; and (iii) contain assurances that, after the application has been approved, the applicant will provide for the continuing consultation with, and participation by, the committee of parents, teachers, and other interested individuals (of which a majority shall be parents of children of limited English proficiency) which shall be selected by and predominantly composed of parents

of children participating in the program, and in the case of programs carried out in secondary schools, representatives of the secondary students to be served.

(F) Parents of children participating in a program of bilingual education shall be informed of the instructional goals of the program and the progress of their children in such program.

To demonstrate the context in which parent and community involvement becomes integrated into federally funded bilingual education programs, an overview of Capacity Building or Basic Projects, Demonstration Projects, and Training Programs and highlights from the Code of Federal Regulations specifying parent/community involvement are presented. This section also contains some key definitions to assist LEAs, SEAs, IHEs, and other agencies and organizations in determining the focus of training. Additionally, a statistical listing of Basic, Demonstration, and Parent Training programs operating as of April 1984 has been included. A sample application packet for Title VII grants is available from the National Clearinghouse for Bilingual Education.

CAPACITY BUILDING FRAMEWORK



SOURCE: November 1982 Title VII Project Directors Meeting, Silver Spring, Maryland, conducted by the Office of Bilingual Education and Minority Languages Affairs.

CAPACITY BUILDING (OR BASIC) GRANTS

Purpose

To build the capacity of the grantee to provide on a regular basis a program of bilingual education when the Title VII funding is reduced or is no longer available. Maximum project period is three years.

Authority

Title VII of the Elementary and Secondary Education Act of 1965, as amended by the Education Amendments of 1978 authorizes:

(1) the establishment, operation, and improvement of programs of bilingual education;

(2) auxiliary and supplementary community and educational activities designed to facilitate and expand the implementation of programs described in this clause (1), including such activities as (A) adult education programs related to the purposes of this title, particularly for parents of children participating in programs of bilingual education, and carried out, where appropriate, in coordination with programs assisted under the Adult Education Act, and (B) preschool programs preparatory and supplementary to bilingual education programs;

(3) (A) the establishment, operation, and improvement of training programs for personnel preparing to participate in, or personnel participating in, the conduct of programs of bilingual education and (B) auxiliary and supplementary training programs, which shall be included in each program of bilingual education, for personnel preparing to participate in, or personnel participating in, the conduct of such programs; and

(4) planning, and providing technical assistance for, and taking other steps leading to the development of, such programs (Section 721(a), Title VII, ESEA).

Eligible Participants

Limited-English-proficient students and others with responsibilities in programs of bilingual education, such as, parents, teachers, aides, and administrators are eligible to participate.

Eligible Applicants

- Local education agencies (LEAs)
- Institutions of higher education (IHEs) that apply jointly with one or more LEAs
- Elementary or secondary schools operated or funded by the Bureau of Indian Affairs (BIA) for Native American children on a reservation
- Nonprofit institutions or organizations of Indian tribes that operate an elementary or secondary school in which Indian children constitute more than 50 percent of enrollment

Significant Program Restrictions

- Establish an advisory committee within sixty days after grantee receives an award;
- Serve those children most in need of the assistance provided by the project;
- Inform parents of children participating in the program of the instructional goals of the program and of the progress of their children in the program;
- Set measurable goals for determining when children enrolled in a program need assistance in developing proficiency in English;
- Conduct an evaluation of each child who has been enrolled in a program for two years to determine if the child should remain in the program;
- Transfer children, who meet the goals stated above as determined by an evaluation, to programs not funded under the act. This transfer shall occur--(1) at a time established by the grantee, but (2) no later than the beginning of the school year following the evaluation;
- Provide from state and local sources for necessary follow-up services to sustain the achievement of children after they have left the program;
- Comply with the "supplement not supplant" requirement of the act; and
- Use qualified bilingual personnel in the project to the extent possible.

Highlights

The following activities for parents are described under Basic Projects in bilingual education in 34 CFR Part 501.

WHAT KINDS OF ACTIVITIES DOES THE DEPARTMENT ASSIST? (Subpart B)
What activities are eligible for assistance? (Sec. 501.10)

(b) Providing auxiliary and supplementary community and educational activities designed to facilitate and expand the implementation of programs of bilingual education, including--but not limited to--activities such as--

1) Adult education programs, particularly for parents of children who are participating in programs of bilingual education, to be carried out, where appropriate, in coordination with programs assisted under the Adult Education Act;

2) Training for parents of students enrolled in programs of bilingual education to enable them to participate more fully in the education of their children.

HOW DOES ONE APPLY FOR A GRANT? (Subpart C)
What requirements pertain to advisory councils and advisory committees? (Sec. 501.20)

(a) An applicant shall--

(1) Establish an advisory council to assist in the development of the application;

(2) Solicit nominations for advisory council membership from parents and other representatives of children of limited English proficiency;

(3) At a minimum publish a solicitation of nominations for membership in a newspaper or other publication likely to bring the solicitation to the attention of potential members;

(4) Provide the council members with adequate resources, including staff with language skills in the native language of the council members; and

(5) Submit with its application documentation of its consultations with the council and the council's comments on the application.

(b) The advisory council must consist of at least seven persons, a majority of whom must be parents and other representatives of children of limited English proficiency;

(c) An applicant shall submit with its application an assurance that, in carrying out its project, it will provide for frequent consultations with, and participation by, the advisory committee described in Sec. 501.44.

WHAT CONDITIONS APPLY TO A GRANTEE? (Subpart E)

What requirements pertain to the establishment of an advisory committee? (Sec. 501.44)

(a) The grantee shall establish an advisory committee within 60 days after it receives an award.

(b) The grantee shall consult frequently with the committee in carrying out its project.

(c) Parents of children participating in the project shall select the members of the committee.

(d) Parents of children of limited English proficiency who are participating in the project must be a majority of the committee.

(e) In the case of projects carried out in secondary schools, the committee must include secondary students participating in the project who are selected by secondary students participating in the project.

(f) The committee may also include--

(1) Parents of other children participating in programs of bilingual education;

(2) Teachers; and

(3) Other interested individuals.

(g) A member of the advisory council described in Sec. 501.20 also may serve as a member of the advisory committee.

What other requirements apply? (Section 501.46)

(c) A grantee shall inform parents of children participating in the program of the instructional goals of the program and the progress of their children in the program.

ESEA TITLE VII CAPACITY BUILDING (BASIC) GRANTS
BY STATE AND LANGUAGE, 1979-1983

State	Language Served	1979	1980	1981	1982	1983
Alabama	_____	0	0	0	0	0
Alaska	Aleut, Athabascan, Central Yup'ik, French, Gwich'in, Japanese, Korean, Thai, Yup'ik	7	6	3	4	7
Arizona	Havasupai, Hopi, Hualapia, Navajo, Papago, Pima, Spanish	26	28	27	18	22
Arkansas	Information not available	0	0	0	0	1
California	Armenian, Chinese, Ilokano, Japanese, Khmer, Korean, Lao, Native American Languages, Paiute, Pilipino, Portuguese, Punjabi, Samoan, Spanish, Vietnamese	140	122	125	99	113
Colorado	Navajo, Spanish, Ute	11	14	11	15	10
Connecticut	Spanish	8	8	8	7	8
Delaware	Spanish	1	1	1	0	0
District of Columbia	Spanish, Chinese	0	0	0	0	1
Florida	Greek, Haitian/Creole, Mikasuki, Spanish, Tagalog, Vietnamese	12	18	16	13	17
Georgia	Spanish	2	2	1	1	2
Hawaii	Hawaiian, Ilokano, Tongan, Vietnamese	1	1	1	3	3
Idaho	Khmer, Korean, Spanish, Vietnamese	3	0	2	2	0
Illinois	Arabic, Assyrian, Greek, Khmer, Korean, Lao, Spanish, Vietnamese	6	7	13	9	12

State	Language Served	1979	1980	1981	1982	1983
Indiana	Spanish	2	2	3	4	4
Iowa	Spanish	0	1	1	4	4
Kansas	Spanish	1	1	1	1	1
Kentucky	Chinese, German, Korean, Russian, Vietnamese	1	1	0	1	1
Louisiana	French, Hungarian, Italian, Spanish, Vietnamese	19	15	9	8	8
Maine	French, Passamaquoddy	3	3	4	3	3
Maryland	Chinese, Greek, Italian, Korean, Polish, Spanish, Vietnamese, Yiddish	3	2	1	1	2
Massachusetts	Armenian, Chinese, Crioulo, French, Greek, Haitian/Creole, Italian, Portuguese, Spanish	12	13	13	10	13
Michigan	Albanian, Arabic, East Indian Languages, Hmong, Lao, Macedonian, Ojibwa, Spanish, Slavic Languages, Vietnamese	16	15	13	16	25
Minnesota	Hmong, Lao, Spanish, Vietnamese	3	4	4	4	5
Mississippi	Choctaw	1	0	0	0	2
Missouri	Spanish	0	0	0	0	1
Montana	Algonquin, Cree, Crow, Lao, Northern Cheyenne, Ojibwa	6	9	9	13	15
Nebraska	Spanish	0	0	0	0	1
Nevada	Spanish	0	1	3	3	3
New Hampshire	French	1	0	0	0	0
New Jersey	Arabic, Portuguese, Spanish	14	12	11	10	9
New Mexico	Apache, Jicarilla Apache, Keres, Navajo, Spanish, Towa, Tewa	24	22	24	28	31

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State	Language Served	1979	1980	1981	1982	1983
New York	Algonquin, Arabic, Chinese, French, Greek, Haitian/Creole, Hebrew, Italian, Japanese, Mohawk, Portuguese, Russian, Seneca, Spanish, Vietnamese, Yiddish	92	104	97	92	93
North Carolina	Cherokee, Chinese, French, German, Greek, Japanese, Spanish, Vietnamese	2	4	2	2	1
North Dakota	Information not available	0	0	0	0	7
Ohio	Spanish	4	4	4	5	6
Oklahoma	Cherokee, Choctaw, Creek, Seminole, Spanish	5	5	6	8	12
Oregon	Chinese, Japanese, Khmer, Korean, Lao, Russian, Spanish, Vietnamese	3	7	6	5	3
Pennsylvania	Arabic, Chinese, French, Italian, Korean, Pennsylvania-Dutch, Portuguese, Spanish, Vietnamese	4	5	6	5	7
Rhode Island	Hmong, Portuguese, Spanish	8	7	6	3	5
South Carolina	Information not available	0	0	0	0	2
South Dakota	Chinese, Japanese, Lakota, Spanish, Thai, Vietnamese	4	6	6	6	6
Tennessee	Chinese, Chocktaw, Farsi, French, German, Japanese, Korean, Lao, Russian, Spanish, Vietnamese	1	2	3	3	4
Texas	Spanish	69	65	72	60	56
Utah	Hmong, Khmer, Navajo, Spanish, Vietnamese	5	6	9	9	9
Vermont	French-Canadian	2	1	2	1	2

State	Language Served	1979	1980	1981	1982	1983
Virginia	Korean, Spanish, Vietnamese	2	2	2	1	1
Washington	Chinese, Japanese, Korean, Pilipino, Samoan, Spanish, Vietnamese	6	8	9	7	6
West Virginia	Information not available	0	0	0	0	0
Wisconsin	Hmong, Menominee, Ojibwa, Oneida, Potawatomi, Spanish, Vietnamese	5	6	6	4	4
Wyoming	Cheyenne, Shoshone, Spanish	3	5	3	3	2
American Samoa	Samoan	1	1	0	0	1
Guam	Chamorro, Ilokano	1	1	1	1	0
Puerto Rico	Spanish	3	3	3	2	4
Trust Territories	Carolinian, Chamorro, Kusraen, Marshallese, Paluan, Ponapean, Trukese, Ulithian, Woleian, Yapese	5	4	6	6	7
Virgin Islands	Spanish	1	1	1	0	1
Northern Mariana Islands	Carolinian, Chamorro	1	0	0	0	0

DEMONSTRATION PROJECTS

Purpose

To promote innovative and exemplary approaches to operating projects of bilingual education which can be replicated in school districts where there are similar needs and services. Maximum project period is three years.

Authority

Authority for the establishment of Demonstration Projects is found in Title VII of the Elementary and Secondary Education Act of 1965, as amended by the Education Amendments of 1978 (20 U.S.C. 3221-3261). A variety of activities are eligible for assistance under Demonstration Projects.

(a) The activities authorized for Basic Projects in Bilingual Education described in 34 CFR 501.10 are also authorized for Demonstration Projects (see page 18).

(b) A Demonstration Project must be designed to carry out a national demonstration of an exemplary Basic Project.

(c) A project may address the needs of all children of limited English proficiency in the area to be served, or it may focus on the needs of a special target population.

Eligible Participants

Limited-English-proficient students and others with responsibilities in programs of bilingual education, such as, parents, teachers, aides, and administrators are eligible to participate. Each year the Secretary of Education selects from among target groups and program components listed in the program regulations those priorities that will be funded in a given fiscal year.

Eligible Applicants

- Local education agencies (LEAs)
- Institutions of higher education (IHEs) that apply jointly with one or more LEAs
- Elementary or secondary schools operated or funded by the Bureau of Indian Affairs (BIA) for Native American children on a reservation
- Nonprofit institutions or organizations of Indian tribes that operate an elementary or secondary school in which Indian children constitute more than 50 percent of enrollment.

Significant Program Restrictions

The requirements that apply under Capacity Building Projects also apply under Demonstration Projects. (See page 19.)

Highlights

The following activity directed specifically toward parents is described under Demonstration Projects in 34 CFR Part 502.

WHAT KINDS OF ACTIVITIES MAY THE SECRETARY ESTABLISH? (Subpart B)
What priorities may the Secretary establish? (Sec. 502.11)

> (f) The Secretary may select projects that demonstrate exemplary approaches to the following components of a program of bilingual education:
> (1) Community or parental involvement.

ESEA TITLE VII DEMONSTRATION PROJECTS WITH EMPHASIS
ON PARENT INVOLVEMENT BY STATE, 1978-1983
(in chronological order by state)

State	Languages Served	Grade Level
California	Spanish	7-12
	Spanish	K-6
	Cantonese, Japanese, Korean, Spanish, Tongan, Vietnamese	Adults
	Spanish	7-12
	Spanish	9-12
	Spanish	K-6
	Information not available	4-12
Colorado	Information not available	4-12
District of Columbia	Information not available	4-12
Illinois	Information not available	K-12
Louisiana	French	K-4
	French	K-3
Massachusetts	Information not available	Adults
New York	Chinese, Greek, Haitian/Creole, Italian, Spanish	Parents
	Chinese, Greek, Haitian/Creole, Spanish	K-6
	Information not available	K-6
Oklahoma	Cherokee	7-10
Utah	Information not available	K-6

TRAINING PROGRAMS

Purpose

Short-term or long-term training programs are designed to improve the skills of parents or other persons who are participating in, or preparing to participate in, programs of bilingual education or bilingual education training.

Authority

Title VII of the Elementary and Secondary Education Act of 1965, as amended by the Education Amendments of 1978 authorizes:

> (A) (i) Training, carried out in coordination with any other programs training auxiliary educational personnel, designed (I) to prepare personnel to participate in, or for personnel participating in, the conduct of programs of bilingual education, including programs emphasizing opportunities for career development, advancement, and lateral mobility (II) to train teachers, administrators, counselors, para-professionals, teacher aides, and parents, and (III) to train persons to teach and counsel such persons, and (ii) special training programs designed (I) to meet individual needs...; and
>
> (B) the operation of short-term training institutes designed to improve the skills of participants in programs of bilingual education in order to facilitate their effectiveness in carrying out responsibilities in connection with such programs (Section 723(a)(1)(A) and (B), Title VII, ESEA).

Eligible Participants

Parents, teachers, aides, administrators, and others must have responsibilities in programs of bilingual education to be eligible to participate. Parent training projects may include as participants--teachers aides, state board members, school board members, psychologists, guidance counselors, and others as long as the program design and activities are for the purpose of increasing the skills of parents and other participants in carrying out their responsibilities. Separate competitions are held for projects that propose to serve parents exclusively and projects that propose to serve parents and others.

Eligible Applicants

- Local education agencies (LEAs)
- State education agencies (SEAs)
- Institutions of higher education (IHEs) or nonprofit private organizations that apply after consultation with one or more LEAs or with an SEA
- IHEs or nonprofit private organizations that apply jointly with one or more LEAs or with an SEA.

Key Definitions

Short-Term: Training designed to be offered for ninety days or less. Example: Twenty teachers trained for two hours a week for one month.

Year-Round: Training designed to be offered over a period of time that exceeds ninety days. Example: Twenty parents trained one to three days every month for twelve months.

Innovative: Introduction of a new method or technique that produces effective change.

Highlights

The following are the activities relating to parents described under Training Projects in 34 CFR Part 510.

WHAT KINDS OF ACTIVITIES DOES THE DEPARTMENT ASSIST? (Subpart B)
What activities are eligible for assistance? (Sec. 510.10)

(d) Providing short-term or year-round training institutes designed to improve the skills of parents and other participants in the institutes in carrying cut their responsibilities in programs of bilingual education.

HOW DOES ONE APPLY FOR A GRANT? (Subpart C)
What combination of activities may be included in one application? (Sec. 510.20)

(a) An applicant may submit an application which proposes--

(2) The activities described in Sec. 510.10 (d) that are designed exclusively for parents;

(3) The activites described in Sec. 510.10 (d) that are designed for any participants, including parents;

What requirements pertain to advisory councils and advisory committees? (Sec. 510.21)

An applicant that proposes a training project designed to provide preservice or inservice training to persons who are participating in, or preparing to participate in, programs of bilingual education in a particular LEA or LEAs shall--

(a) Comply with the requirements in 34 CFR Sec. 501.20 (a) and (b) pertaining to advisory councils; and

(b) Submit with its application an assurance that in carrying out its project, it will provide for continuous consultations with, and participation by, the advisory committee described in Sec. 510.42.

HOW IS A GRANT MADE? (Subpart D)
What are the funding procedures? (Sec. 510.30)

(a) The Secretary reviews separately--

(2) Applications proposing the activities described in Sec. 510.10 (d) that are designed exclusively for parents,

(3) Applications proposing activities described in Sec. 510.10 (d) that are designed for any participants, including parents.

What requirements pertain to the establishment of an advisory committee? (Sec. 510.42)

(a) A grantee carrying out training activities designed to provide preservice or inservice training to persons who are participating in, or preparing to participate in, programs of bilingual education in a particular LEA or LEAs shall--

(1) Establish an advisory committee within 60 days after it receives an award; and

(2) Provide for continuing consultation with the committee in carrying out its project.

(b) The members of the committee must be selected by parents of children who are or will be participating in programs of bilingual education in that LEA.

(c) Parents of children who are or will be participating in programs of bilingual education in that LEA must be a majority of the committee.

(d) In the case of projects to train persons to participate more effectively in programs of bilingual education at secondary schools, the committee must include representatives of the students who would be served under those programs of bilingual education.

(e) The committee may also include--

(1) Parents of children attending schools in that LEA;
(2) Teachers in that LEA; and
(3) Other interested individuals.

(f) A member of the advisory council described in Sec. 510.21 also may serve as a member of the advisory committee.

ESEA TITLE VII PARENT TRAINING PROJECTS BY STATE 1974-1983

State Institution	Languages	Degree/ Activities	Years of Operation
Alaska			
Alaska Pacific University Anchorage, AK 99504	Athabaskan Japanese Korean Pilipino Russian Spanish Yup'ik others	B.A./Parent Training	1979, 1980
University of Alaska Bethel, AK 99559	Yup'ik	A.A., B.A./ Parent Training	1981
Arizona			
Arizona State University Tempe, AZ 85821	Uto-Aztecan Yuma	Parent Training	1981-1983
Mesa Community College Mesa, AZ 85202	Spanish	A.A./Cert. in Bilingual Teacher Aide Ed., Development of Bilingual Curricular Materials, Parent Training	1978-1983

State Institution	Languages	Degree/ Activities	Years of Operation
San Simon School Sells, AZ 85634	Papago	Parent Training	1982
California			
Alisal School District Salinas, CA 93905	Information not available	Parent Training	1983
ARC Associates Oakland, CA 94607	Chinese	Parent Training	1982
Filipino American Educators Association San Diego, CA 92120	Ilokano Khmer Lao Pilipino Vietnamese	Parent Training	1980-1982
Norwalk La Mirada U.S.D. Norwalk, CA 90652	Spanish	Parent Training	1980-1982
Padres Oakland, CA 94606	Chinese Pilipino Spanish	Parents, Counselors, and Principal Training	1979-1981
Palomar Community College San Marcos, CA 92069	Spanish	A.A./Bilingual Education Credentials	1976, 1977, 1980-1983
Pasadena Unified School District Pasadena, CA 91109	Information not available	Parent Training	1983
PICA Los Angeles, CA 90022	Spanish	Parent Training	1979

State Institution	Languages	Degree/ Activities	Years of Operation
Santa Clara County Office of Education San Jose, CA 95092	Information not available	Parent Training	1983
San Mateo County Office of Education Redwood City, CA 94063	Spanish	Parent Training	1982
Connecticut			
La Casa de Puerto Rico Hartford, CT 06106	Spanish	Parent Training	1979, 1980
Colorado			
Western Resource Institute Denver, CO 80204	Spanish	Parent Training	1979, 1980
District of Columbia			
District of Columbia Public Schools Washington, DC 20036	Chinese Spanish	Parent Training Teacher Inservice	1979-1982
El Congreso Nacional de Asuntos Colegiales Washington, DC 20036	Spanish	Parent Training School Support Staff Training	1979-1983

State Institution	Languages	Degree/ Activities	Years of Operation
El Congreso Nacional de Asuntos Colegiales Washington, DC 20036	Spanish	Parent Training	1980
National Italian American Association Washington, DC 20036	Italian	Parent Training Teacher Inservice	1982, 1983
Florida			
Florida International University Miami, FL 33199	Spanish	Parent Training	1979-1981
Miami-Dade Community College Miami, FL 33167	French Haitian/Creole Spanish	A.A./Parent Training	1976-1981
Hawaii			
Hawaii State Dept. of Ed Honolulu, HI 96804	Cantonese Ilokano Japanese Korean Vietnamese	Parent Training	1980-1982
Illinois			
Latino Institute Chicago, IL 60604	Spanish	Parent Training	1979-1980

State Institution	Languages	Degree/ Activities	Years of Operation
Indiana			
Indiana State Department of Public Instruction Indianapolis, IN 46204	Spanish	Parent Training	1979-1981
La Casa de Amistad, Inc. South Bend, IN 46624	Spanish	Parent Training	1982
Michigan			
Arab-American and Chaldean Community Detroit, MI 48232	Information not available	Parent Training	1983
New Jersey			
New Jersey Dept. of Education Trenton, NJ 08625	Spanish	Parent Training	1979-1980
Rutgers University New Brunswick, NJ 08903	Spanish	Parent Training	1980-1983
New Mexico			
Alamo Navajo School Board Magdalena, NM 87825	Navajo	Parent Training	1980-1983

State Institution	Languages	Degree/ Activities	Years of Operation
National Institute for Multicultural Education Albuquerque, NM 87106	Spanish	Parent Training	1980-1983
New York			
Impact Institute (SIII) Project PIE-EASI New York, NY 10956	Chinese French Greek Haitian/Creole Italian Japanese Portuguese Spanish Vietnamese	Parent Training	1980-1983
Oregon			
Interface Consultants, Inc. Portland, OR 97201	Cantonese Hmong Lao Mien Spanish	Parent Training	1982
Salem Public Schools Salem, OR 97302	Information not available	Parent Training	1983
Texas			
Cara Institute Kingsville, TX 78363	Information not available	Parent Training	1983
Region (STTI) Edinburg, TX 78539	Spanish	Parent Training	1981, 1982, 1983

State Institution	Languages	Degree/ Activities	Years of Operation
Region XIII Education Service Center Austin, TX 78752	Spanish	Parent Training, Management Training for Administrators	1979, 1980
Vermont			
St. Michael's College Winooski, VT 05404	Asian and Native American Languages Dutch Spanish	Parent Training	1982, 1983
Wisconsin			
University of Wisconsin Milwaukee, WI 53201	Spanish	Administrators & Parent Training	1980, 1981, 1982
Puerto Rico			
Catholic University of Puerto Rico Ponce, PR 00731	Spanish	B.A./Parent Training Teachers Aides	1980, 1981, 1982, 1983
IIA of World University Hato Rey, PR 00919	Spanish	Teacher Training, Parent Training	1974, 1979, 1982
Trust Territories			
Trust Territories Western Caroline Islands 96940	Palauan	Parent Training	1980

III. PROGRAM IMPLEMENTATION:
EXAMPLES FROM TITLE VII PARENT TRAINING PROJECTS

TITLE VII PARENT TRAINING PROJECTS

In 1982 the Director of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education, stated that, "the ultimate beneficiaries of short-term training projects designed for parents must be limited-English-proficient students. An effort must be made to ensure that students do benefit as a result of the knowledge and skills parents gain through training." Short-term institutes provide parents with an opportunity to further develop and strengthen their skills, which affect their children's ability to achieve and learn successfully.

Practical approaches to parent and community involvement training programs are exemplified by the following three training programs which were randomly selected from Title VII funded programs. These programs provide innovative ideas for implementation such as SEA, consortiums or IHE/LEA linkages; programs serving single or varied language groups; or programs dealing with governance to participation in the instructional process.

CHILDREN AND PARENTS INTERACTING (CAPI) PROGRAM
FLORIDA INTERNATIONAL UNIVERSITY

What is CAPI?

Children and Parents Interacting (CAPI) is a federal program designed to create and promote greater Hispanic parent involvement in the educational system. It represents a coordinated effort between Monroe and Dade County Schools and Florida International University's Center for Latino Education.

The major thrust of the program is to involve Hispanic parents and children who have demonstrated difficulty in the Florida State Assessment Test or who are classified as limited-English-proficient (LEP) in specific activities designed to improve the students' academic achievement and English-language proficiency.

How Does it Accomplish its Objectives?

Program objectives are accomplished through the implementation of cycles of parent-child training sessions and follow-up activities. The training emphasizes the importance of the interaction between parent and child as a means of enhancing the ability of students to acquire greater academic skills and English-language proficiency.

Topics

Parent-child training sessions are offered to various Monroe and Dade County Public Schools during the evenings. The following topics are covered:

- The importance of parental involvement in the schools
- U.S. educational philosophy
- Parenting skills
- Tutoring skills in math, reading, and writing
- Importance of state and national tests such as the Florida State Assessment Test
- Human interaction.

Materials

The above mentioned needs are addressed in a series of ten bilingual (Spanish-English) manuals developed by project staff. These are distributed free of charge to parents. The manuals provide parents with specific activities and skills required to facilitate home-based tutoring to their children.

Another Program Component

A second component of the CAPI program provides staff training to Monroe and Dade County school personnel. The curriculum emphasizes two major aspects of working with Hispanic parents--(1) organizational skills and (2) affective cultural understanding. Each of these areas will emphasize specific competencies needed by school personnel in organizing, understanding, and facilitating the Hispanic parent involvement.

Staff Training Component

The staff training component of this program is available to interested school personnel free of charge. Principals interested in providing this training to specific personnel can contact the project director for scheduling arrangements. The following are sample workshops:

- Techniques to promote parental involvement
- Involving the Hispanic parent
- Parents: Laws and Rights
- Developing multicultural communication skills
- Coordinating efforts between home and school
- Acquisition of curricular materials designed to facilitate parents' tutoring of their children at home
- Understanding parenting aspects of different multicultural groups.

For further information, please contact Delia C. García, director, CAPI Program, Parents and Children Interacting Program, Florida International University, Center for Latino Education, TR M08, Tamiami Trail, Miami, Florida 33199; (305) 554-2647.

TRI-STATE BILINGUAL PARENT TRAINING PROGRAM
MAINE/NEW HAMPSHIRE/VERMONT CONSORTIUM

What is the Tri-State Bilingual Parent Training Program?

The Tri-State Bilingual Parent Training Program is a program funded by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), Title VII, ESEA. A grant was awarded to St. Michael's College, Winooski, Vermont, in the fall of 1982 to provide for program development and training activities for parents and community members in the northern New England region. The program is a two-year program funded through September 1984. Grant and training activities will be part of a joint effort of a consortium consisting of the three State Departments of Education--Maine, New Hampshire, Vermont--and cooperating education agencies, schools, and bilingual programs which serve these three states. The community groups who primarily will participate in this program represent the larger special language and culture populations in northern New England: Franco American, Hispanic, Native American, and Southeast Asian.

Tri-State Bilingual Parent Training Program Objectives

The available funding will be used to:

- Gain knowledge about the various special language/culture groups in northern New England;
- Provide workshops on schooling, child development, bilingual education, career education, and other areas which will improve community awareness and ability to collaborate in education activities for children;
- Learn more about schools, how they work, and what they expect;
- Learn how children learn and how to help them;
- Learn more about bilingual education, its purposes, and usefulness;
- Discover new ways for bilingual parents to be contributors to schools;
- Learn how bilingual parents can contribute to the education of their children at home and at school;
- Establish a process for parents and schools to provide new effective educational activities by working together.

pursuing these goals, the staff:

Is parent-centered by listening to and incorporating parents'

concerns and needs in the program design; by providing information that meets parents' interests; by involving parents in planning, doing, and evaluating program activities;

- Works cooperatively with schools and communities to strengthen education activities in northern New England;
- Promotes close working relationships and open communication between parents and educators;
- Supports and improves bilingual education services in the region;
- Identifies and implements a program for parent-school cooperation where community members can become resource and support persons for their schools and for their children.

Initial Program Activities

A total of thirty participant-trainees (ten per state) will comprise the trainee team for the first year. As these trainees will be expected to serve after training as adjunct trainers of other community members in cooperation with local SEAs and LEAs in the second year of the program, the consortium will seek out and recruit parents who have identified skills and experience or those who show a high level of potential to serve as community trainer models for the parent-trainee team. This team will be representative of the three states and of the four language/culture groups to be served: Franco American, Hispanic American, Indochinese American, Native American. Candidate-trainees will be identified and selected on a state by state basis by SEA, LEA, bilingual program, and ethnic organization committees aided by the consortium (PTC) director.

Training

Formal training of the parent-trainee teams, as outlined in the original proposal, will consist of 2 two-day regional workshops for all participants and twelve (four per state) site-based training conference sessions. As presently envisioned, the two regional workshops (Tri-State I and Tri-State II) will be general and organizational in nature and will precede and follow the more concrete and skills-based one-day conference training sessions.

Training in the first year has the primary goals of preparing parents to contribute more effectively to their children's academic achievement and to expand the capacity of parents to operate effectively and confidently with school personnel and in educational setting. If these goals are successfully realized a solid foundation will be established for continued parent-training and for the additional activities of the second year when these parent-trainees will become the models, transmitters of experience, and adjunct trainers who will form the base of a parent resource/facilitation network in each state.

Projected Training and Other Activities

From April to September 1983, training will be provided to trainee participants in 2 two-day Tri-State Conferences and at four local one-day training workshops. Most training activities will occur in the spring.

In the second year of this program (October 1983 to August 1984) training sessions will continue--one two-day Tri-State Conference and six one-day local workshops. In addition there will be at least four special meetings with community groups in each state where trainees and cooperating education personnel will share ideas and/or offer assistance and guidance to community members who are not part of the trainee group. In this way trainees will have the opportunity to serve as community resource agents and help their schools and their communities.

For further information, contact Anne M. Woolfson, director, The Tri-State Bilingual Parent Training Program, Saint Michael's College, Winooski, VT 05404; (802) 655-2000, Ext. 2651.

PROJECT PARENTS IN ACTION (PIA)
SANTA CLARA COUNTY OFFICE OF EDUCATION

What is Project Parents in Action?

The Santa Clara County Office of Education, San Jose, California, along with Alum Rock Elementary School District, Berryessa Elementary School District, and Franklin-McKinley School District proposes to design and demonstrate a three-year Bilingual Parent Training Program designed to upgrade or to equip the parents of Hispanic and Indochinese limited-English-proficient (LEP) students with skills to use at home and in the community in order to increase their children's motivation and achievement at school.

Project Objectives

The goal of this project is to design, develop, and implement a model training program with these objectives:

- Equip parents with the skills needed to assist the teacher in the classroom and reinforce their children's learning at home;
- Increase the knowledge of parents about the multiethnic school community and facilitate cultural exchange and intergroup communications through carefully designed activities involving teachers, students, administrators, and the existing Parent-Teacher Association (PTA);
- Increase the awareness of parents about their role as major contributors to the educational system, provide them with the opportunity to participate, and upgrade their skills in curriculum building, policymaking, fundraising, and advocacy;
- Assist parents in developing their skills in the English language by linking them with existing resources in the community that provide English as a second language (ESL) training, and provide parents with counseling relative to their own interests and abilities in furthering educational and career goals.

How Does it Accomplish its Objectives?

The project will be governed by a project director and a home/school specialist in each of the three districts. They will work as a team to design training programs for approximately twenty-five parents in each district during the first year. The second year, twenty-five parents from

each existing district and from one additional district will be added to the program. The third year will call for an additional twenty-five parents from each district in the program and the inclusion of one more district. By the end of the third year, it is expected that 475 parents will have received intensive training and the project will have benefitted a population of 4,509 Spanish and Indochinese LEP students. The Santa Clara County Office of Education will assume overall responsibility for the project and will provide resource services, as well as, act as the LEA for the project.

Program Activities

The following activities were developed to accomplish the program objectives:

1. Equip parents with the skills needed to assist the teachers in the classroom and to reinforce their children's learning at home by--

   - Conducting workshops on child development, learning styles, and home teaching;
   - Presenting seminars on health and nutrition;
   - Conducting parent-teacher conferences to clarify expectations of both parents and teachers.

2. Increase parents' knowledge about the multiethnic school community and facilitate cultural exchange and intergroup communications by--

   - Conducting workshops on cultural awareness of the parents own and other cultures--values, attitudes, and behaviors;
   - Sharing in the celebration of ethnic holidays;
   - Developing or purchasing cultural materials by directors, home/school specialists, and parents;
   - Developing and disseminating newsletters.

3. Increase parents' awareness of their role as major contributors to the educational system and provide them with the opportunity to participate and to upgrade their skills in curriculum building, policymaking, fundraising, and advocacy by--

   - Conducting workshops on school laws and regulations and the parental role;
   - Visiting local and state government agencies;

- Holding discussions on law, budgetmaking, policymaking, and advocacy;
- Participating in classroom activities;
- Meeting with teachers for curriculum building;
- Attending and participating in the California Bilingual Education Conference (CABE);
- Selecting and sharing materials and knowledge on curriculum building, bilingual education, policymaking, fundraising, and advocacy.

4. Assist parents in developing their skills in the English language by linking them with existing resources in the community that provide English as a second language (ESL) training, and provide parents with counseling relative to their own interests and ability in furthering their educational and career goals by--

- Assessing English-language skills of project parents and identifying parents who need ESL training in order to link parents with existing ESL programs in the neighborhood and design individual study schedules;
- Following-up on parents' language progress and tutoring in small groups;
- Conducting workshops on state and local occupational opportunities and developments and counseling parents on career ladders;
- Developing or purchasing materials for ESL tutoring and vocational counseling;
- Developing or purchasing materials for vocational counseling;
- Visiting local and state educational agencies.

IV. BILINGUAL EDUCATION PART C RESEARCH AGENDA

PART C RESEARCH AGENDA

The Department of Education's (ED) Bilingual Education Part C Research Agenda was authorized by Congress in the 1978 Title VII amendments to the Elementary and Secondary Education Act (ESEA) of 1965. The purpose of the Part C Research Agenda was to develop and implement a research program in bilingual education in order to enhance the effectiveness of education for limited-English-proficient (LEP) individuals.

In fiscal year 1983, members of a Part C Research Coordinating Committee formulated an agenda of research and evaluation studies that extended the Part C activities of previous years. The topics for these studies were identified as a result of a comprehensive review of anticipated information needs for administration and congressional decisionmaking, Part C activities funded to date, policy themes and issues addressed, and Part C activities' interim and final results.

The Part C studies continue to address the Secretary of Education's goals and objectives and reflect the resources available in the Department of Education to initiate and monitor funded activities. The following three catagories were identified for the organization of research:

A. Assessment of National Needs for Bilingual Education, focuses on survey/census studies providing statistics as to the number of minority language individuals in the United States and its territories in need of bilingual education services and the human resources needed to serve these individuals.

B. Improvement in the Effectiveness of Services to Students, focuses on program and classroom studies to determine the types and levels of services that best meet the educational needs of minority language students.

C. Improvement of Title VII Program Management and Operation, focuses on studies with a management-policy orientation with respect to the cost effective planning and delivery of technical and instructional services to Title VII grantees.

Funding for Part C studies is allocated by the National Institute of Education (NIE) in consultation with the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) for research conducted by institutions of higher education, state education agencies, private and nonprofit organizations, and individuals.

The Study of Parental Involvement in Four Federal Education Programs, conducted for ED's Office of Planning, Budget, and Evaluation, describes parental involvement in four programs--ESEA Title I, ESEA Title VII, Follow Through Program, and the Emergency School Aid Act. The study also

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identifies some factors which contribute to parent involvement. The study defined parent involvement in terms of five ways parents can participate in local projects:

- Governance is the participation in the decisionmaking process, particularly through advisory groups.
- Instruction is participation in the instructional process as paid aides, volunteers, and tutors of their own children.
- Parent education is participation in adult education and parenting education offerings for self-improvement.
- School support is participation in noninstructional project activities.
- Community-school relations is participation in activities designed to improve communications and interpersonal relations among parents and staff members.

A summary of the study follows.

For additional information on the Part C Research Agenda, contact Gilbert N. García, OBEMLA, Room 421, Reporters Building, 400 Maryland Avenue, S.W., Washington, D.C. 20202; (202) 245-2600.

EXECUTIVE SUMMARY:
THE STUDY OF PARENTAL INVOLVEMENT IN FOUR FEDERAL EDUCATION PROGRAMS

Gerald Burns
U.S. Department of Education,
Department of Planning, Budget, and Evaluation
November 1982

Background

The Study of Parental Involvement in Four Federal Education Programs was conducted from October 1978 through February 1982 by the System Development Corporation of Santa Monica, California, under contract with the U.S. Office of Education (now the U.S. Department of Education). The programs examined in the study were: Elementary and Secondary Education Act (ESEA) Title I, ESEA Title VII Bilingual Program, Follow Through Program, and Emergency School Aid Act. These programs were selected because they had formal requirements for parental involvement and differed in ways that could directly affect the quantity and quality of parent involvement.

Five functional areas of parental involvement were studied. These areas were: project governance, instruction, non-instructional support, community-school relations, and parent education. The study produced seven final reports and a handbook. There are four individual program volumes, a summary of program findings, a report on overall causes and consequences, and a report of methodology. Within each program volume, activities, contributory factors, and outcomes are described for participating sites. In addition, the volume discussing the nature and consequences of parental involvement across the four programs describes the factors and practices that lead to effective or indifferent parental involvement. The handbook describes successful parental involvement practices in each of the functional areas and necessary implementation activities. Also included in the handbook are a self-assessment manual and a resource guide. Details of the findings are available in the final technical reports.

Methodology

Because of its breadth and complexity, the study was divided into three phases: the Federal Programs Survey; the Site Study; and the Validation Study.

The Federal Programs Survey involved surveying representative samples of schools and districts associated with each of the programs. Across the four programs, personnel in 869 schools and 286 districts were interviewed by telephone during the 1978-1979 school year. Information was gathered on parental participation in governance and instruction and on the coordination of parental involvement.

The second phase was the Site Study. Across the four programs, fifty-seven sites were intensively studied to determine the nature of parental involvement, factors influencing it, the outcomes, and the characteristics of participants and nonparticipants. Sites were selected from the Federal Programs Survey sample such that within each program, a range of parental activity in governance and instruction was represented. Care was also taken to select both urban and rural sites and to find sites that differed in the number of federal programs present. Field researchers based in each locality received intensive training from the contractor, after which they spent four months observing project activities, examining documents, and interviewing a wide range of people associated with the sites. The field researchers reported data to the contractor senior staff at frequent intervals. These data were analyzed in terms of completeness and validity. Where necessary, follow-up activities were assigned to the field researchers.

In the Validation Study, practitioner-oriented documents were prepared: a handbook of successful parental involvement practices found in the study; a self-assessment guide for districts and schools to evaluate their parental involvement activities; and a resource guide with information on where to find help when conducting parental involvement activities. The major effort in the Validation Study was an intensive review of these documents by school personnel and parents active in parental involvement activities. Their comments and suggestions were incorporated to make the final versions as useful as possible. Plans for the Validation Study originally included a trial of the materials to determine what problems and effects accompanied the adoption of new parental involvement practices. This trial was not possible because other program activities were given a higher priority.

Overall, the Study of Parental Involvement was not an evaluation of the various programs' adherence to regulations. At the time of data collection, the requirements for parental involvement in the various programs centered on electing a council and having meetings that involved consultation with the school or district. Confining the study to that activity alone would have ignored a body of research which indicates that parents are involved with schools in a variety of ways that can benefit their children.

However, the effects of regulation were included as part of the broader study. Also, program samples in the Site Study were chosen to represent a variety of contrasting circumstances so that the major emphasis of the study was on determining causality, not momentary program status. Thus, the study cast a wide net to examine all kinds of involvement with the hope of finding practices that districts and schools could utilize in order to improve their own educational offerings.

Findings

The overall findings are presented here in two categories: project

characteristics and general conclusions. Specific details about sites within the programs are available within the individual program reports.

Project characteristics:

- Most projects had a project-level advisory group. Site Study evidence showed that about one-third of the advisory groups made suggestions that were acted upon by project staff;

- A typical project for a federally funded program had an advisory group and scattered examples of other parental involvement activities. Few projects had no parental involvement, and few had extensive parental involvement;

- After advisory groups, the next most frequent form of parental involvement was as participants in communication with the project. Most communication was in written form and went from the project/school to the home;

- Projects often had parents serving as paid aides. However, in any one project there were very few parents serving in this role and many were parents of children who were no longer part of the project;

- Most projects provided some form of parent education. Usually, this was in the form of a one-time offering;

- Many types of parental involvement activities occurred infrequently, including instructional volunteers, systematic programs for parents to teach their own children at home, non-instructional volunteers, and face-to-face discussions among parents and staff.

General conclusions:

- Projects that offered well-planned student services, that were well-organized and that ran efficiently were also the ones in which parents were most involved and had the widest range of activities at the highest levels of participation;

- At projects where parental involvement flourished, there were observable benefits for students, parents, and staff. There was no evidence of harm from parental involvement;

- Patterns of parental involvement were observed across the participating sites. This allowed identification of factors that strongly affected the quantity and quality of parental involvement.

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Discussion:

Parental involvement activities seem to fall into two categories: effective and indifferent. Effective activities were characterized by active parents, well organized projects or tasks, and facilitating staff. Effective activities produced positive outcomes. Among the positive outcomes reported were:

- Improved student attitudes, conduct, and attendance
- Improved classroom performance when parents tutored students
- Better understanding of student needs
- Increased self-confidence and personal satisfaction for participating parents
- Active parental support of instructional program
- Augmented instructional resources.

Indifferent practices were the result of situations where parental involvement was viewed as a requirement rather than an opportunity. In these situations, parents were regarded as passive receivers, and parent advisory committees were often directly controlled by school personnel. These sites were not characterized by disaffection among parents and staff; most often there was the attitude on the part of both parents and staff that school personnel knew what they were doing and didn't want or need help from parents.

There were examples of beneficial practices in all areas within each of the programs. When sites with high-benefit practices were compared to sites lacking such practices, a pattern of activity and organization was evident. Seven critical practices were found in sites with effective parental involvement. They are:

1. Provision of coordination for activities. Effective parental involvement involved scheduling, varied personal contacts, and a knowledge of who could get the job done. Most of this coordination was provided by persons hired as parent coordinators, although coordination was sometimes provided successfully by administrative personnel, such as principals. The attitude of the coordinator was critical: when the coordinator regarded parents as unqualified or as lesser folk, parents had negative attitudes toward any involvement. However, when the coordinator treated parents as concerned partners in the education of the child, many more positive attitudes and outcomes were noted.

2. The assessment of needs and resources. Much of this assessment was

informal, but effective projects determined the needs of children or parents or schools and the efforts that parents could realistically contribute before beginning activities. This kind of assessment focused the energies of participants on solving problems and provided criteria for judging the success of activities. There were several instances of unsuccessful activities observed in the study. They happened when a staff member assumed there was a need and designed a program without consulting individuals who would be affected by the program.

3. Specification and communication of parental roles. This specification was important for both school staff and parents. For staff, the specification gave them a clear idea of what they could expect from the parent in a specific activity. Parents could clearly determine what they would be expected to do if they participated. For many parents, interactions with school personnel had often been negative and they did not feel comfortable in school; a clear understanding of what they would be doing in school helped to allay discomfort. In instances where roles were not clear, confusion often led to misunderstanding between parents and staff.

4. Recruitment, selection, and assignment of parent' participants. Recruitment was most successful when it allowed the parent to talk to someone knowledgeable about what kind of association best suited the parent and the school. Assignment involves the matching of parents to specific staff. Schools and projects used a variety of methods ranging from the personal knowledge of the coordinator to the development of parent questionnaires to match parents with jobs and staff.

5. Training of parents and staff. When training provided participants with the specific skills, techniques, and strategies needed to get the job done, much higher levels of success were evident. Not only the parents, but teachers and other staff also benefited from training that showed them the best ways to work with involved parents. When training was absent or minimal, much time was wasted with attendant frustration for both parents and staff.

6. Establishment of communication channels. This was most effective when it occurred at several levels and when it was a two-way process. Such communication enhanced problem solving and was an important source of cross-fertilization. Without good communication, it was difficult to recruit parents and the benefits of parental expertise were not realized.

7. Support of ongoing activities. This includes publicizing the benefits of parental involvement and recognizing individual parents with awards. Publicity and recognition helped to attract new parents and retain present participants. When such recognition was absent,

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parents felt that people did not appreciate what they were doing or that their contribution was meaningless. In both cases, parents tended to withdraw from involvement.

Common to all seven vital ingredients was the willingness to monitor and evaluate parental involvement activities. Such monitoring often led to improvements, better understanding, and the ability to react to changing needs and priorities. Methods included informal and formal surveys of parents and staff along with periodic meetings of participants to discuss ongoing activities.

There were no successful parental involvement programs when schools were not whole-heartedly committed to parental participation. However, there was evidence that when federal resources were made available and regulations specifically encouraged a variety of parental involvement activities, the frequency of beneficial parental involvement was increased. This was most evident, for example, in contrasts between the Follow Through Program and the other three programs. Most sites of the Follow Through Program, with its commitment to parental involvement as a central focus of the program, had more activities with greater benefits. In most sites of the other programs, however, parental involvement was viewed as a minor part of the project; only when local authorities committed local resources were there instances of high benefit activities.

In sum, it is clear that successful parental involvement requires good planning, careful organization, and the commitment of school personnel. When these factors exist, benefits for children, parents, and staff can be realized by having programs that involve parents in schools.

Final Reports

The following reports have been prepared from The Study of Parental Involvement in Four Federal Programs.

Federal Program Survey Phase:

Parents and Federal Education Programs: Some Preliminary Findings from the Study of Parental Involvement. (Keesling 1980)

Site Study Phase:

Parents and Federal Education Programs, Volume 1: The Nature and Consequences of Parental Involvement in Federal Education Programs. (Dingler et al. 1981) (ERIC - ED218 783)

Parents and Federal Education Programs, Volume 2: Summary of Program-Specific Findings. (Keesling et al. 1981) (ERIC - ED218 784)

Parents and Federal Education Programs, Volume 3: ESAA. (Robbings and Dingler 1981) (ERIC - ED218 785)

Parents and Federal Education Programs, Volume 4: Title VII. (Candena-Munoz and Keesling 1981) (ERIC - ED218 786)

Parents and Federal Education Programs, Volume 5: Follow Through. (Smith and Nerenberg 1981) (ERIC - ED218 787)

Parents and Federal Education Programs, Volume 6: Title I. (Melaragno, Lyons, and Sparks 1981) (ERIC - ED218 788)

Parents and Federal Education Programs, Volume 7: Methodologies Employed in the Study of Parental Involvement. (Lee, Keesling, and Melaragno 1981) (ERIC - ED218 789)

Validation Phase:

Involving Parents: A Handbook on Developing and Assessing Parental Involvement Activities. (Lyons, Robbins, and Smith 1982) (ERIC - ED219 851)

V. RESOURCES

TITLE VII RESOURCES

Resource centers have been established nationwide to assist in the development, implementation, and evaluation of instructional programs for limited-English-proficient (LEP) individuals. Among these are Bilingual Education Multifunctional Support Centers; Evaluation, Dissemination, and Assessment Centers; the National Clearinghouse for Bilingual Education; and State Education Agencies. A brief description of these resource centers is provided along with a list of centers. Additional resources include a list of associations, organizations, and institutes concerned with parent/community involvement.

BILINGUAL EDUCATION MULTIFUNCTIONAL SUPPORT CENTERS

Bilingual Education Multifunctional Support Centers (BEMSCs) began in October 1983 as a result of regional competition for contracts and provide some of the services formerly supplied by Bilingual Education Service Centers (BESCs). Currently fifteen centers nationwide serve school districts, state agencies, and individuals involved in the education of LEP students.

The centers were designed to implement a multidistrict, multiagency approach that provides support services which aid districts in building their capacity to improve instructional programs and other support services for LEP students in the service areas. BEMSCs provide technical assistance primarily to Title VII Basic/Capacity Building projects and, on a limited basis, to local and state-funded bilingual programs. Collaborative efforts take place on a regular basis between BEMSCs and state education agencies, the National Clearinghouse for Bilingual Education, and other support centers of federally funded projects.

BILINGUAL EDUCATION MULTIFUNCTIONAL SUPPORT CENTERS

Bilingual Education Multifunctional
Support Center (BEMSC)
345 Blackstone Boulevard
The Potter Building
Providence, RI 02906
(401) 274-9548
Adeline Becker

Service Area 1
Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont

New York State Bilingual
Multifunctional Support Center
Hunter College of CUNY
695 Park Avenue, Box 367
New York, NY 10021
(212) 772-4765
José Vázquez

Service Area 2
New York

Bilingual Education Service Center
Georgetown University
Suite 378 D.C. Transit Bldg.
3520 Prospect Street, N.W.
Washington, DC 20007
(202) 625-3540
Ramon Santiago

Service Area 3
Delaware
District of Columbia
Maryland
New Jersey
North Carolina
Ohio
Pennsylvania
Virginia
West Virginia

Bilingual Education Southeastern
Support Center
Florida International University
School of Education
Tamiami Campus
Miami, FL 33199
(305) 544-2962
(800) 432-1406 in FL/
(800) 325-6002 (rest of region)
Rosa Inclán

Service Area 4
Alabama
Florida
Georgia
Kentucky
Mississippi
South Carolina
Tennessee

Midwest Bilingual Education
Multifunctional Support Center
500 South Dwyer Avenue
Arlington Heights, IL 60005
(312) 870-4106
Minerva Coyne

Service Area 5
Illinois
Indiana
Iowa
Michigan
Missouri
Minnesota
North Dakota
South Dakota
Wisconsin

Region VI Bilingual Education
Multifunctional Support Center
Texas A & I University
Campus Box 152
Kingsville, TX 78363
(512) 595-3788
María Barrera

Service Area 6
Texas--Education
Service Center
Regions, I through IV, XX

BETTA Network
The University of Texas at El Paso
El Paso, TX 79968
(915) 747-5524
Ernest Pérez

Service Area 7
Arkansas
Louisiana
Oklahoma
Texas--Education
Service Center
Regions V through XIX

BUENO Center for Multicultural Education
University of Colorado
School of Education
Campus Box 249
Boulder, CO 80309
(303) 492-5416
Leonard Baca

Service Area 8
Colorado
Kansas
Nebraska
New Mexico
Utah

Interface Educational Network
4600 S.W. Kelly
Portland, OR 97201
(503) 222-3065
Francisco García

Service Area 9
Alaska
Idaho
Oregon
Montana
Washington
Wyoming

Multifunctional Support
Service Center/LA
California State University
5151 State University Drive
Los Angeles, CA 90032
(213) 224-3676
Charles F. Leyba

Service Area 11
California--counties of
Los Angeles
Santa Barbara
Ventura

Bilingual Education Multifunctional
Support Center
National Hispanic University
255 East 14th Street
Oakland, California 94606
(415) 451-0511
Edward Aguirre

Service Area 12
Nevada
California--all
counties north of and
including San Luis Obispo,
Kern, and Inyo

Bilingual Education Multifunctional
Support Center
Colegio Universitario Metropolitano
P.O. Box CUM
Rio Piedras, PR 00928
(809) 767-9730
César D. Cruz Cabello

Service Area 13
Commonwealth of
Puerto Rico
Virgin Islands

Hawaii American Samoa Bilingual
Education Support Center (HASBESC)
Office of Instructional Services
595 Pepeekeo Street
Bldg. H-1
Honolulu, HI 96825
(808) 395-7561
Salu Reid

Service Area 14
American Samoa
Hawaii

Bilingual Education Assistance
for Micronesia (BEAM)
University of Guam
College of Education
UOG Station
Mangilao, GU 96913
Cable: "Univ Guam" telex: 721-6275
International Telephone: (671) 734-4113
Robert Underwood

Service Area 15
Commonwealth of the
Northern Mariana Islands
Guam
Trust Territory of the
Pacific Islands

National Indian Bilingual Center
Arizona State University
College of Education
Tempe, AZ 85287
(602) 965-5688
Milo Kalectaca

Service Area 16
Alaska
Arizona
California
Michigan
Minnesota
Montana
New Mexico
North Carolina
Oklahoma
South Dakota
Utah
Washington
Wyoming

EVALUATION, DISSEMINATION, AND ASSESSMENT CENTERS

Evaluation, Dissemination, and Assessment Centers (EDACs) have been active since 1974 and are designed to provide support services to programs of instruction aimed at the education of LEP students in assessment, evaluation, and dissemination of relevant materials. EDACs perform the following activities:

- Evaluate the effectiveness and appropriateness of materials for use in Title VII programs;
- Publish and disseminate appropriate evaluation methods and materials, as well as, information on other available resources for evaluation of instructional programs and materials developed under Title VII;
- Develop instruments and procedures to use in needs assessment surveys;
- Train state education agency personnel and other individuals working with bilingual education programs in the selection of evaluation and assessment methods and materials. In addition to local and state education agencies, the EDACs may service classroom teachers and education researchers.

EVALUATION, DISSEMINATION, AND ASSESSMENT CENTERS

Lesley College
49 Washington Avenue
Cambridge, MA 02140
Paul Liberty
(617) 492-0505

Designated Service Area 1: Education Regions I, II, III, and IV (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont; New York, New Jersey, Puerto Rico, and the Virgin Islands; Delaware, Pennsylvania, Maryland, Virginia, West Virginia, and the District of Columbia; Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennesee)

Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204
Juan Solís
(214) 630-8717

Designated Service Area 2: Education Regions V, VI, VII, and VIII (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin; Arkansas, Louisiana, New Mexico, Oklahoma, and Texas; Iowa, Kansas, Missouri, and Nebraska; Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming)

California State University--Los Angeles Foundation
5151 State University Drive
Los Angeles, CA 90032
Charles Leyba
(213) 224-3676

Designated Service Area 3: Education Regions IX and X (American Samoa, Arizona, California, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Nevada, and the Trust Territory of the Pacific Islands; Alaska, Idaho, Oregon, and Washington)

NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

The National Clearinghouse for Bilingual Education (NCBE) was created in response to a congressional mandate requiring the establishment of a "clearinghouse. . . which shall collect, analyze, and disseminate information about bilingual education and such related programs" (Title VII ESEA 1978). NCBE began operation in 1977, funded through the National Institute of Education and the Office of Bilingual Education and Minority

Languages Affairs, U.S. Department of Education. The clearinghouse addresses the information needs of groups and individuals with backgrounds reflecting more than seventy minority languages.

The clearinghouse is authorized to fulfill basic functions as the information nucleus for bilingual education:

- To provide information about bilingual education and related areas;
- To establish, maintain, and provide access to a computerized database, ensuring effective collection, retrieval, processing, and dissemination of information related to bilingual education;
- To provide up-to-date information on legislation, policies, and other developments regarding bilingual education;
- To develop and make available timely information products written by distinguished experts in the field;
- To coordinate information gathering, processing, and sharing among educators working with minority language students;
- To conduct public information activities about the education of minority language limited-English-proficient students.

NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION
1555 Wilson Boulevard
Suite 605
Rosslyn, VA 22209
(800) 336-4560; (703) 522-0710 (8:30 AM - 5:00 PM EST)
Designated Service Area: Nationwide

STATE EDUCATION AGENCIES

State education agencies (SEAs) are awarded funds to coordinate technical assistance provided by other agencies to Title VII-funded programs of instruction within the state. An SEA may perform activities in the following areas:

- Improvement of quality and adequacy of instruction
- Program management and evaluation
- Information exchange among Title VII and non-Title VII schools within the state
- Budget development and funding strategies for capacity building
- Improvement of the assessment and use of Title VII-produced curriculum materials
- Grant application review and grantee performance review to determine need for technical assistance coordination
- Selection and use of language proficiency instruments for children, program personnel, and under certain circumstances, trainers
- Formal assessment procedures to determine LEA personnel training needs and dissemination of the findings to support services in the state
- Nondegree training for SEA personnel.

STATE EDUCATION AGENCIES
BILINGUAL SECTION

ALABAMA

Alabama Department of Education 416 State Office Building Montgomery, AL 36130	Cecil Bobo Coordinator Bilingual Education	(205) 832-3293

ALASKA

Alaska State Board of Education Education Program Support Pouch F Juneau, AK 99811	Mike Travis Coordinator Bilingual Education	(907) 465-2970

ARIZONA

Arizona Department of Education Bilingual Office 1535 W. Jefferson Phoenix, AZ 85007	Nancy Mendoza Education Program Director Bilingual Education	(602) 255-3204

ARKANSAS

Arkansas State Department of Education Archford Education Building Room 401-E Little Rock, AR 72201	Eugene Channell Supervisor Title VII	(501) 371-1854

CALIFORNIA

California State Department of Education Office of Bilingual/ Bicultural Education 721 Capitol Mall Sacramento, CA 95814	Guillermo Lopez Director	(916) 445-2872

COLORADO

Colorado Department of Education English Language Proficiency Program 303 West Colfax Denver, CO 80204	Roger Martinez Senior Consultant Bilingual Education	(303) 534-8871 x279

CONNECTICUT

Connecticut State Board of Education School and Program Development P.O. Box 2219 - Room 362 Hartford, CT 06145	Angie Soler Galiano Director Bilingual Education	(203) 566-5523

DELAWARE

Delaware Department of Public Instruction P.O. Box 1402 Dover, DE 19901	Robert Zaetta State Specialist National Origin-Foreign Language Program	(302) 736-4885

DISTRICT OF COLUMBIA

D. C. Public Schools Gordon Center 35th and T Streets, N.W. Washington, DC 20007	Marcelo Fernandez Director Bilingual Education	(202) 282-0173

FLORIDA

Florida State Department of Education Knott Building Tallahassee, FL 32301	John Kandarakis Consultant Bilingual Education ---- Cathaleen V. Brawer Consultant Bilingual Education	(904) 488-7128 (904) 488-3407

GEORGIA

Georgia State Board of Education State Office Building Atlanta, GA 30334	Sarah Moore Coordinator Migrant and Bilingual Education	(404) 656-4995

HAWAII

Hawaii State Department of Education Office of Instructional Services 1270 Queen Emma Street Honolulu, HI 96813	Josephine Pablo Director Title VII, ESEA	(808) 737-9471

IDAHO

Idaho State Department of Education 650 W. State Street Boise, ID 83720	Donald Carpenter Associate State Superintendent	(208) 334-2111

ILLINOIS

Illinois State Board Education Bilingual Education Department 188 West Randolph - Room 1400 Chicago, IL 60601	Maria Medina Seidner Manager Bilingual Education Section ---- Frank Llano Coordinator Title VII	(312) 793-3850

INDIANA

Indiana Department of Public Instruction Division of Migrant/ Bilingual Education Room 229 - State House Indianapolis, IN 46204	Orlando Villanueva Cortéz Coordinator, Title VII	(317) 927-0140

IOWA

Iowa Department of Public Instruction Grimes State Office Building Des Moines, IA 50319	Don Chavez Bilingual Coordinator/ Alternative Programs	(515) 281-3805

KANSAS

Kansas State Department of Education 120 E. 10th Street Topeka, KS 66612	Juan Rocha Specialist Migrant-Bilingual Education	(913) 296-3161

KENTUCKY

Kentucky Department of Education Bureau of Instruction Capital Plaza Tower Frankfort, KY 40601	Anthony Koester Program Manager Foreign Languages, ESL, and Bilingual Education	(502) 564-2672

LOUISIANA

Louisiana State Department of Education Foreign Languages and Bilingual Education Section P.O. Box 44064 Baton Rouge, LA 70804	H.G. Dyess Coordinator, Title VII	(504) 342-3454

MAINE

Maine Dept. of Education and Cultural Services State House Station #23 Augusta, ME 04333	Barney Bérubé Coordinator, Title VII	(207) 289-2033

MARYLAND

Maryland State Department of Education Division of Instruction 200 W. Baltimore Street Baltimore, MD 21201	Ann A. Beusch Specialist Foreign Languages, ESOL, and Bilingual Education	(301) 659-2345

MASSACHUSETTS

Massachusetts Department of Education Bureau of Transitional Bilingual Education 1385 Hancock Street Quincy, MA 02169	Ernest J. Mazzone Director Bilingual Education ---- Eduardo Carballo Coordinator Title VII	(617) 770-7545

MICHIGAN

Michigan Department of Education Bilingual Education Office P.O. Box 30008 Lansing, MI 48909	Miguel Ruiz Director Bilingual Education and Migrant Program	(517) 373-9467

MINNESOTA

Minnesota Department of Education Capitol Square Building 550 Cedar Street St. Paul, MN 55101	Jessie Montaño Director Bilingual Education Unit	(612) 296-1060

MISSISSIPPI

Mississippi State Department of Education P.O. Box 771 Jackson, MS 39205	Hubert Staley Field Supervisor Chapter 1	(601) 354-6944

MISSOURI

Missouri State Department of Education P.O. Box 480 Jefferson City, MO 65102	Otis Baker Coordinator, ESEA	(314) 751-3520

MONTANA

Montana Office of Public Instruction State Capitol Helena, MT 59620	Lynn Hinch Coordinator, Title VII	(406) 449-5660

NEBRASKA

Nebraska State Department of Education P.O. Box 94987 Lincoln, NE 68509	Nancy Rowch Consultant National Origin	(402) 471-2476

NEVADA

Nevada Department of Education 400 W. King St. Capitol Complex Carson City, NV 89701	William Abrams Consultant Bilingual Education	(702) 885-3136

NEW HAMPSHIRE

New Hampshire State Department of Education Division of Instruction 64 North Main Street Concord, NH 03301	Robert Fournier Consultant Foreign Languages Education	(603) 271-2656

NEW JERSEY

New Jersey Department of Education Bureau of Bilingual Education CN 500 225 West State Street Trenton, NJ 08625	Anna López Director	(609) 292-8777

NEW MEXICO

New Mexico Department of Education Instructional Services Division Education Building Santa Fe, NM 87501	Henry Pascual Director Bilingual Education Title VII Unit	(505) 827-6667

NEW YORK

New York State Education Department Bureau of Bilingual Education Washington Avenue Albany, NY 12234	Carmen Pérez Chief	(518) 474-8775

NORTH CAROLINA

North Carolina Department of Public Instruction Div. of Communication Skills Education Building - Room 215 Raleigh, NC 27611	L. Gerard Toussaint Coordinator Foreign Languages/ Bilingual Education	(919) 733-3703

NORTH DAKOTA

North Dakota Department of Public Instruction State Capitol Bldg. - 11th Floor Bismark, ND 58585	Jim Davis Consultant Foreign Languages	(701) 244-4557

OHIO

Ohio Department of Education SEA/Law Center - Room 416 65 South Front Street Columbus, OH 43215	Luis Cobo Coordinator Title VII	(614) 462-8850

OKLAHOMA

Oklahoma State Department of Education Planning, Research & Eval. 2500 North Lincoln Blvd. Room 183 Oklahoma City, OK 73105	Judy Salinas Van Anderson Coordinator Bilingual Education	(405) 521-3935

OREGON

Oregon Department of Education 700 Pringle Parkway, S.E. Salem, OR 97310	Jerry Fuller Assistant Superintendent Division of General Education	(503) 378-3576

PENNSYLVANIA

Pennsylvania Department of Education Bureau of Curriculum Services 333 Market Street, Box 911 Harrisburg, PA 17108	Myrna M. Delgado Coordinator Title VII	(717) 783-6649

RHODE ISLAND

Rhode Island Department of Elementary & Secondary Education 22 Hayes Street Roger Williams Building-Room 305 Providence, RI 02908	Virginia De Mota Consultant Bilingual Education	(401) 277-3037/8

SOUTH CAROLINA

South Carolina Department of Education 1429 Senate Street Rutledge Building - Room 801 Columbia, SC 29201	Vickie B. Galloway Consultant Modern Foreign Languages	(803) 758-2652

SOUTH DAKOTA

South Dakota Department of Education/Cultural Affairs	Ms. Paulette Levisen Director Equal Education Opportunity	(605) 773-4703
Division of Elementary and Secondary Education 700 North Illinois Street Pierre, SD 57501		

TENNESSEE

Tennessee Department of Education 100 Cordell Hull Building Nashville, TN 37219	Diamond Orlando Director Bilingual Education	(615) 741-6844

TEXAS

Texas Education Agency Division of Bilingual Education 201 E. 11th Street Austin, TX 78701	Oscar M. Cardenas Director	(512) 834-4331

UTAH

Utah State Office of Education 250 East 500 Street Salt Lake City, UT 84111	Elliot Howe Specialist Bilingual Education	(801) 533-6040

VERMONT

Vermont Department of Education Rural Education Center Trinity College Burlington, VT 05401	Gerard Robinson Director Title VII	(802) 658-6342

VIRGINIA

Virginia Department of Education P.O. Box 6-Q Richmond, VA 23216	Helen Warriner-Burke Associate Director Languages	(804) 225-2055

WASHINGTON

Washington State Department of Public Instruction Bilingual Section 7510 Armstrong Street, S.W. Turnwater, WA 98504	Keith Crosbie Director Bilingual Education	(206) 753-2573

WEST VIRGINIA

West Virginia State Department of Education Building 6 - Capitol Complex Room 330 Charleston, WV 25305	Robin Wills Coordinator Second Language Learning	(304) 348-7805

WISCONSIN

Wisconsin Department of Public Instruction Instructional Services P.O. Box 7841 Madison, WI 53707	Ezequiel Vargas Supervisor Bilingual Education	(608) 267-9234

WYOMING

Wyoming Department of Education General Program Unit Hathaway Building Cheyenne, WY 82002	Paul O. Soumokil Coordinator Foreign Languages and Bilingual Education	(307) 777-6234

AMERICAN SAMOA

American Samoa Department of Education Pago Pago, AS 96799	Failautusi Avegalio Director of Federal Programs	(011680) 633-5237

GUAM

Guam Department of Education Federal Programs P.O. Box DE Agana, GU 96910	Clotilde C. Gould Coordinator, Title VII	(0116711) 472-8901

PUERTO RICO

Puerto Rico Department of Education P.O.Box 759 Hato Rey, PR 00919	Alida E. Rivera Director Bilingual Education	(809) 753-0835/ 767-5175

TRUST TERRITORIES

Northern Marianas Department of Education Civic Center Susupe, Saipan, TT 96950	Carmen Taimanao Coordinator Bilingual Education	(160671) 9311 or 9812
Trust Territory Department of Education Capitol Hall Saipan, TT 96950	Harold W. Crouch Coordinator, Title VII	(160671) 9312

VIRGIN ISLANDS

Virgin Islands Deptartment of Education P.O. Box I Christianstead St. Croix, VI 00820	Maria Sanes Coordinator Bilingual Education	(809) 773-6240

ASSOCIATIONS, ORGANIZATIONS, AND INSTITUTES

Center for the Study of Parent Involvement
Fifth Floor
693 Mission Street
San Francisco, CA 94105
Daniel Safran
(415) 495-7283

Mexican American Legal Defense and Educational Fund
Sixth Floor
28 Geary Street
San Francisco, CA 94108
Peter D. Roos
(415) 981-5800

National Association for Bilingual Education (NABE)
Parent and Community Involvement
Special Interest Group
1353 Greenwood, Number 18
Montebello, CA 90601
Egla Rangel
(213) 728-3430

Education Commission of the States
Suite 300
1860 Lincoln Street
Denver, CO 80295
Chris Pipho
(303) 830-3600

Families as Educators
Home, Community and Work Division
Teaching and Learning Program
National Institute of Education
1200 19th Street N.W.
Washington, DC 20208
Oliver Moles
(202) 833-5470

Home and School Institute (HSI)
c/o Trinity College
Washington, DC 20017
Dorothy Rich
(202) 466-3633
(A publications list is available.)

Parent Involvement in the Education of Minority Language Children

Associations, Organizations, and Institutes

page 81, additional address for:

National Association for Bilingual Education (NABE)
1201 Sixteenth Street, N.W., Room 405
Washington, D.C. 20036
(202) 822-7870

League of United Latin American Citizens
National Educational Service Centers, Inc.
Suite 716
400 First Street
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National Committee for Citizens in Education
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High/Scope Educational Research Foundation
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VI. APPENDIX

BIBLIOGRAPHY OF JOURNAL ARTICLES: 1979-1983

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